DOCUMENT RESUME

ED 390 882 TM 024 134

TITLE	Performance-Based Accountability Program: 1993-94 School Year Report.
INSTITUTION	North Carolina State Board of Education, Raleigh.
PUB DATE	Feb 95
NOTE	34p.; Presented to the Joint Legislative Education Oversight Committee, the Senate Committee on Education Chair, the Senate Committee on Appropriations Chair, the Senate Committee on Appropriations on Education Chair, the House Committee on Education Chair, the House Committee on Appropriations Chair, and the House Committee on Appropriations on Education Chair of the North Carolina General Assembly.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Accountability; Compensatory Education; Educational Assessment; *Educational Finance; Elementary Secondary Education; Evaluation Methods; *Financial Support; Incentives; Mathematics Education; Program Implementation; Science Education; *Staff Development; State Legislation; State Programs; Teacher Salaries
IDENTIFIERS	Educational Indicators; *North Carolina; *Performance Based Evaluation

ABSTRACT

The Performance-Based Accountability Program was enacted by the North Carolina General Assembly in 1989 as part of the School Improvement and Accountability Act. This report addresses five components of the program and includes appendixes that provide detailed data for several of the components. The Flexible Funding Provision is made for the flexible use of state funds through transfers among various fund categories. The Differentiated Pay component allows for bonuses or other expenditures for staff development. The section on Waivers allows schools to request exemption from requirements that they believe inhibit them from achieving student performance goals. The staff development component, which comes into effect in 1994-95, will require each school system to submit a staff development plan. A final component is the performance indicators each system must adopt for 3-year periods. Five appendixes provide five pie charts, two graphs of data, one table for differentiated pay, and a table of program milestones. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. BRUMBACK
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

ED 390 882

Performance-Based Accountability Program

1993-94 School Year Report

Presented to

Joint Legislative Education Oversight Committee
Chair, Senate Committee on Education
Chair, Senate Committee on Appropriations
Chair, Senate Committee on Appropriations on Education
Chair, House Committee on Education
Chair, House Committee on Appropriations
Chair, House Committee on Appropriations on Education

of the
North Carolina General Assembly

by the
North Carolina State Board of Education

February 1995

BEST COPY AVAILABLE

TM024134

Table of Contents

Executive Summary 1

Introduction 2

Flexible Funding 3

Differentiated Pay 5

Waivers 9

Staff Development 12

Performance Indicators 13

Appendices

Executive Summary

1993-94 Report

Performance-Based Accountability Program

The Performance-Based Accountability Program (PBAP) was enacted by the General Assembly in 1989 as part of the School Improvement and Accountability Act. The Program is designed to provide local schools and school systems flexibility in implementing their educational programs. This report is submitted by the State Board of Education in accordance with Section 8, Chapter 778, 1989 Session Laws, as amended.

The report addresses five components of the Program, and includes appendices that present detailed data for several of the components.

Flexible Funding	Provision is made for more flexible use of state funds through transfers among various fund categories. More than 80 percent of state funds can be transferred; most remaining restrictions are due to legislated requirements. In 1993-94, 250 requests for transfers were approved.
Differentiated Pay	Funds may be used either to pay bonuses to persons who qualify under local plans and/or pay for staff development to help implement improvement plans. Of $31.78 million expended in 1993-94, about 88 percent was for bonuses and 12 percent for staff development. A survey found that the majority of teachers and principals were critical of differentiated pay and that it is not a significant incentive. However, most people surveyed agreed that the pay has been used to support school improvement.
Waivers	Schools may request waivers from state laws, regulations, or policies they believe inhibit them from achieving student performance goals. Over 13,000 requests were made in 1993-94. Sixty-eight percent were approved, 18 percent required no approval, and 13 percent were not approved.
Staff Development	Although not in effect for 1993-94, beginning in 1994-95, each participating school system is required to submit a systemwide staff development plan.
Performance Indicators	School systems adopt three-year student performance goals and annual milestones for indicators adopted by the State Board; more indicators may be adopted locally. A combined total of forty-one state-adopted indicators were in effect in 1993-94 for all grade levels. Forty-five of 119 systems added local indicators.

Introduction

1993-94 Report

The Mission

"The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop and implement a Performance-Based Accountability Program."

§ 115C-238.1

The Performance-Based Accountability Program (PBAP) was established by the North Carolina General Assembly in 1989 with passage of the School Improvement and Accountability Act (Senate Bill 2). In addition to establishing a specific mission for the public schools, it provides incentives for schools to move beyond state accreditation levels and set higher standards for student performance.

Since 1989, amendments to PBAP legislation have expanded the planning and accountability components, assigned more responsibility for planning and implementation at the building level, and placed increased emphasis on parent and community involvement in developing and implementing both system wide and building-level plans.

As a result of the legislation, schools have more flexibility in implementing school programs. They may request waivers of some state laws and regulations they believe inhibit the meeting of their student performance goals. The annual Report Card, also established in 1989 as part of the School Improvement and Accountability Act, monitors the progress of each school system, comparing it to other systems in the state on an array of academic achievement, attendance, completion, and other indicators. The first school improvement reports for each of the state's nearly 2000 individual schools will be issued by March 15, 1995. These annual reports will emphasize progress made toward the achievement of school improvement goals.

This report is submitted by the State Board of Education to the Joint Legislative Education Oversight Committee and to the chairs of the Senate and House of Representatives committees on education, appropriations, and appropriations on education in accordance with Section 8 of Chapter 778 of the 1989 Session Laws, as rewritten. It was prepared for the State Board of Education by the Office of Accountability Services, Department of Public Instruction.

• Flexible Funding

1993-94 Data

THE LAW AND ITS PURPOSE. Provisions for flexible funding as outlined under in G.S. 115C-238 of the Performance-Based Accountability Program allow more flexible use of funds within the school systems.

THE TRANSFER REQUEST PROCESS. The transfer request process requires two steps. First, the LEA is required to describe in detail how a waiver of a certain law or allotment category can benefit student performance. Second, the LEA is required to request a transfer to actually move the funding.

EXAMPLES OF TRANSFER REQUESTS GRANTED. For schools to meet their school plans, LEAs are encouraged to obtain waivers to use their flexible funding. Below are some examples of transfers enacted in fiscal year 1993-94.

- Transfers between dollar allotments (i.e., textbooks and consolidated allotment for supplies/materials/equipment).
- Transfers of dollar allotments to create positions(includes transferring dollars for benefits).
- Transfers of positions to a dollar allotment(transfer at beginning salary).
- Transfers of State Vocational Education MOEs (Months of Employment) to Vocational Program Support.
- Transfers of a guaranteed certified position to a dollar allotment to pay for another certified position (transfer at the average salary).

Since 1989 legislation, PBAP has assigned more responsibility for planning and implementation at the school level and placed more emphasis on parent and community involvement of both system wide and building-level plans.

1993-94 School Year Data: Transfers

Total 1993-94 Transfers	• 250
What can be Transferred	• 80.7% of state funds allocated to LEAs can be transferred; the 19.3% of funds that cannot be transferred consist of vocational education, differentiated pay, transportation, low wealth supplemental funding, driver's education, teacher assistants, enhancement teachers, intervention/prevention, developmental day care, Willie M., and health education. Most of these restrictions are due to legislated requirements. (See Appendix A)
Position/MOE allotments converted	• Of the total Position/MOEs transferred in 1993-94, 60.4% were from Vocational Education Months of Employment. This is only 1.1% of the total Vocational Education months allotted. The majority of these months were transferred to Vocational Education Program Support which is used for equipment and supplies. (See Appendix B) • 61.3% of the dollars transferred to hire Certified Personnel were for Teachers, Guidance Counselors, Psychologist, Social Workers, and Nurses.
Dollar allotments	• Of the dollars transferred, 79.7% converted were from Consolidated and Textbooks. This is only 3.2% of the total Consolidated/Textbook dollars allotted. The majority of these funds were transferred between the two categories.
Differentiated Pay	• Expenditures for 1993-94 consisted of 87.72% for bonus pay and 12.28% for staff development. (See Appendix D)

NC Department of Public Instruction
Division of School Business Services
School Budget Section
December 19, 1994

• Differentiated Pay

1993-94 Data

THE LAW AND ITS PURPOSE: Provisions for the development of differentiated pay plans as part of the Performance Based Accountability Program are outlined in G.S. 115C-238.3(c) and G.S. 115C-238.4. Differentiated pay funds are to be used either to pay bonuses and supplements to persons qualifying under the terms of the plan and/or to pay for staff development to implement the local differentiated pay plans. State differentiated pay funds become available for expenditure July 1 of each year and are available for expenditure until November 30 of the subsequent fiscal year.

THE DEVELOPMENT AND APPROVAL PROCESS: Local boards of education develop a plan for differentiated pay for all classes of personnel assigned to the central office that the local board determines are participants in the development and implementation of the local school improvement plan. This plan, once developed and approved by the local board of education, is included in the system-wide differentiated pay plan.

The building-level differentiated pay plan is developed by the school principal, representatives of the building level staff, and parents of children enrolled in the school when they develop their building-level plan to address student performance goals appropriate to the school. The differentiated pay plan is then presented to all staff assigned to the building for their review and secret-ballot vote. If a majority of staff members vote to accept the plan, the plan is then submitted to the local board of education for consideration.

The local board of education may accept or reject the building-level differentiated pay plan. If the board accepts the plan, it becomes part of the system-wide differentiated pay plan. If the board rejects the plan, it shall state with specificity its reasons for rejecting the plan. The school principal, representatives of the building-level staff, and parents of students enrolled in the school shall then prepare another plan, present it to all employees assigned to the school for a secret-ballot vote and, if approved by a majority of staff members voting, submit the plan to the local board for consideration. If no building-level plan is accepted for a school before March 15 of the fiscal year preceding the fiscal year in which participation is sought, the local board may develop a plan for the school for inclusion in the system-wide differentiated pay plan.

Differentiated pay plans approved by the local boards of education are then sent to the Department of Public Instruction for review and approval by the State Superintendent. A system-wide differentiated pay plan shall remain in effect for no more than three years. The 1993-94 school year is the first year in the 93-96 planning cycle.

RECENT CHANGES IN THE STATUTES: The description provided above is a description of the statutes as they currently exist. The statutes governing the development of differentiated pay plans for the 1993-94 school year were different in two significant ways: (1) Only state-paid certified staff members were eligible to receive state differentiated pay funds (all employees became eligible beginning July 1, 1994), and (2) Only employees eligible to receive differentiated pay were allowed to vote on the building-level differentiated pay

plan. (All employees assigned to the building were eligible to vote on the plan beginning July 1, 1994.)

ATTITUDES TOWARD DIFFERENTIATED PAY. In 1994 the firm of Simmons, Boyle, and Associates conducted an opinion research project* for the Task Force on Site Based Management. Focus groups involving teachers and principals were conducted to gather attitudinal data relative to differentiated pay as it relates to site-based management. Their summary of focus group extracts states:

"The majority of teachers and principals were critical of differentiated pay, labeling it as more divisive than helpful. Differentiated pay did not emerge as a significant incentive for individuals participating in site-based management activities, though it is evident that in some schools differentiated pay has been successfully or creatively used for that purpose. Teachers and principals were more likely to regard differentiated pay as an inadequate substitute for increased base salary than an appealing incentive for participation in site-based management."

In the same research project*, a sample of teachers, principals, and parent leaders from schools in North Carolina were asked to respond to the question: "To what extent has your school used differentiated pay to support school improvement?" To that question:

- 70% of all teachers surveyed, 74% of all principals surveyed, and 62% of all parents surveyed gave positive responses.
- 15% of all teachers surveyed, 16% of all principals surveyed, and 16% of all parents surveyed gave neutral responses.
- 15% of all teachers surveyed, 10% of all principals surveyed, and 22% of all parents surveyed gave negative responses.

* For a more complete analysis of that survey, please see Appendix C.

POLICY CHANGES. Because the General Statutes very specifically govern the development and implementation process for differentiated pay plans, no policy changes have resulted.

1993-94 School Year Data: Differentiated Pay

Allotments and Expenditures:

Total 1993-94 Allotment (includes 1992-93 carryover)	$47,149,639
Total expended (7/1/93 - 6/30/94)	$31,779,822 or 67.4%
Total expended for bonus	$27,877,820 or 87.72 %
Total expended for staff development	$3,902,002 or 12.28%
Unit by unit analysis	See Appendix D

Plans Submitted and Reviewed:

LEAs submitting plans	121 or 100%
Schools submitting plans	1937 or 99%
Central Office plans submitted	114 or 94.2%
Total plans reviewed	2051
Central Office plans fully approved	105 or 92.1%
Central Office plans conditionally approved	9 or 7.9%
School plans fully approved	1443 or 74.5%
School plans conditionally approved	494 or 25.5%

Plan Characteristics:

Plans that tied bonus to district school or classroom goals achievement	1359 or 66.3%
Plans that tied bonus to employee performance appraisal	783 or 38.2%
Plans that tied bonus to employee attendance	584 or 28.5%
Plans setting aside funds for staff development as part of the plan	433 or 21.1%
Plans using unexpended bonus money for staff development	642 or 31.3%
Task-based plans (PDP or extra duty-extra pay)	1323 or 64.51%
Typical tasks: Department/grade level chair, before/after school tutor, committee chair/member, club sponsor, staff development presenter, staff development participant, lead teacher, mentor teacher	

• Waivers

1993-94 Data

THE LAW AND ITS PURPOSE. Provisions for waivers in the Performance-Based Accountability Program are outlined in G.S. 115C-238. The rationale behind the law is to provide schools an opportunity for exemption from any state laws, regulations, or policies which would inhibit a school in achieving the student performance goals in their school improvement plans. Waivers are submitted, and granted or rejected for the specific schools who request them. Any waivers granted remains in effect through the length of the School Improvement Plan—which is currently three years (1993-96 cycle).

THE WAIVER REQUEST PROCESS. Beginning with the 1993-96 School Improvement Plans, all waivers except those pertaining to the organization and duties of central office staff must be initiated and approved by secret ballot at the local school building level. Waivers are then submitted to the state superintendent, who recommends action by the State Board of Education.

TYPES OF WAIVERS GRANTED AND EXCEPTIONS. Waivers may be granted for class size, teacher certification, assignment of teacher assistants, use of state-adopted textbooks and purposes for which state funds may be used. Waivers may also be granted for all state regulations except those pertaining to state salary schedules and employee benefits for school employees, the instructional program called for in the BEP, the system of school employment, health and safety codes, compulsory school attendance, minimum lengths of school day and year, and the UERS (Uniform Education Reporting System).

Categories of waivers	• There are 122 topical waivers organized into six broad categories—program, exceptional children, testing and accountability, employment and personnel, certification and finance.
Total 1993-94 waivers requested	• 13,706
Waivers recommended for approval	• 9,298 or 68% of all 1993-94 waivers requested

No-waiver-required	• 2,455 or 18% of the 13,706 waivers requested were recommended as No Waiver Required. A review of waivers and corresponding policies and regulations by the Department of Public Instruction staff after the first three years of experience with the Performance-Based Accountability Program (1990-93 cycle) resulted in the elimination of select policies and regulations thereby providing additional flexibility and decision-making opportunities to local school sites. Policies and/or restrictions that have been eliminated and no longer require waivers include: - Flexible use of summer school funds during regular school year - Use of alternative performance appraisal systems for tenured staff - Staggered enrollment for kindergarten students during first 10 days - Use of textbook funds beyond purchase contract period - Elimination of annual staff development report - Use of teacher assistants as substitute teachers - Use of school buses for after-school tutorial programs - Calculation of certificate renewal credits and length of daily training - Conversion of excess annual leave days to sick leave days
Waivers not recommended for approval	• 1,878 or 13% of all 1993-94 waivers requested • The majority of Not-Recommended waivers are related to rules, regulations, and guidelines associated with Exceptional Children Programs. Improper application of guidelines or placement of students can result in legal action. The second largest portion of Not-Recommended waivers is related to State Purchase and Contract guidelines governing the purchase of equipment and the use of approved vendors.
Waivers requiring further information	• 75 or .5% of the waivers requested in 1993-94 were classified Requiring Further Information because they did not clearly state what was needed by the school and the law or regulation from which a waiver was requested.

Five most frequently requested waivers	• Class size flexibility (1,022 schools) • Flexible use and assignment of teacher assistants • Early dismissal of students for staff training with assurance of 27.5 hour instructional week (920 schools) • Flexibility to purchase textbooks not on the state adopted list (685 schools) • Transfer of funds between Textbook Credit Balance Account and Consolidated Account in order to purchase other instructional materials (463 schools)

• Staff Development

1993-94 Data

THE LAW AND ITS PURPOSE. During the 1993-94 school year, PBAP legislation did not require a formal report system on staff development activities and/or funding for such activities at either the school or district level. However, beginning with the 1994-95 school year, each local board of education that elects to participate in PBAP is required to submit a systemwide improvement plan that is consistent with the systemwide goals and includes a staff development component (GS 115C-238.3). The staff development component is required to accommodate building-level staff development needs expressed in building-level plans.

Local boards of education advised to:

- Give first priority to funding to building-level staff development needs (GS 115C-238.6A).

Principals required to:

- Effective October 1, 1994, and by October 1 of each subsequent year, the principal shall disclose to all affected staff the total allocation of funds for differentiated pay and staff development.
- At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the principal shall make available to all affected staff a report of all disbursements from the building-level differentiated pay plan and all staff development funds.

Superintendent required to:

- Effective October 1, 1994, and by October l of each subsequent year, the superintendent shall disclose to all affected personnel the total allocation of all funds available to the school system for staff development.
- At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the superintendent shall make available to all affected personnel a report of all disbursements from all staff development funds.

• Performance Indicators

1993-94 Data

THE LAW AND ITS PURPOSE: The Performance Based Accountability Program (G. S. 115C-238.1-6) has as its primary goal the improvement of student performance. In addition to adopting procedures for local school system participation in the Program, the State Board of Education issues guidelines for developing school improvement plans with three-year student performance goals and annual milestones to measure progress in meeting those goals. The Board also adopts student performance indicators for measuring and assessing student performance in the participating school systems.

RECENT CHANGES IN THE STATUTES: The General Assembly amended the Performance Based Accountability Program, effective July 1, 1994, to specify that student performance indicators include attendance rates, dropout rates, test scores, parent involvement, and post secondary outcomes. An additional amendment, also effective July 1, 1994, calls upon the State Board to adopt guidelines for measuring and assessing school performance in the areas of community involvement, parent involvement, professional development of teachers and school climate.

RECENT POLICY CHANGES: In June, 1994, the State Board adopted new procedures for school improvement plans permitting school systems considerable flexibility in setting performance goals. The number of indicators specified by the Board has been reduced to a total of eight broad concepts of student and school performance. Participating school systems adopt system wide goals for each of the eight indicators and designate specific measures to judge whether the goals have been met. The improvement plans for individual schools are to outline strategies that the school will employ to help meet system wide goals. The new procedures will apply to all school systems beginning with the next three-year cycle of the Program, beginning in 1996-97; however, school systems have the option of changing their current plans to incorporate the new procedures for the 1995-1996 school year.

Improvement plans

- School systems participating in the Performance Based Accountability Program (PBAP)--all 119 take part--developed three-year improvement plans which include annual milestones for State Board of Education specified indicators.
- Generally, school districts addressed 41 specified indicators in 1993-94; however, program options available to school systems may have reduced that number to 39 or 40.
- In addition to state specified indicators, PBAP provides that school systems may adopt numerical goals for locally-devised performance indicators. Forty-five of the state's 119 school systems did so.
- The number of local indicators for those school systems that have adopted them ranges from one to 40 with the median being 5.

Milestones and goals

- PBAP plans also include yearly performance milestones as measures of progress for each indicator. These are considered to be annual targets that school systems should reach on the way to meeting third-year goals established for their plans.

Performance in 1994

- The performance for each of the 119 school systems is summarized Appendix F. Information shown includes:

  - The number of indicators addressed by each system
  - The number of milestones that were met in 1994
  - The percent of milestones that were met in 1994

Milestones and goals summary

- Shown below are the percent of summary school systems meeting designated percentages of their milestones in 1994.

Range	Percent of Systems
90% - 100%	2.5
80% - 89.9%	11.8
70% - 79.9%	27.7
60% - 69.9	26.9
50% - 59.9%	23.5
<50%	7.7

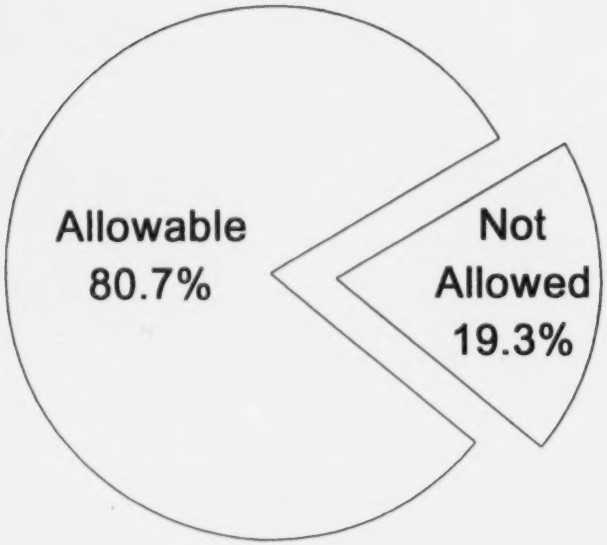
Appendices
1993-94 Report

Performance Based Accountability Program Flexibility

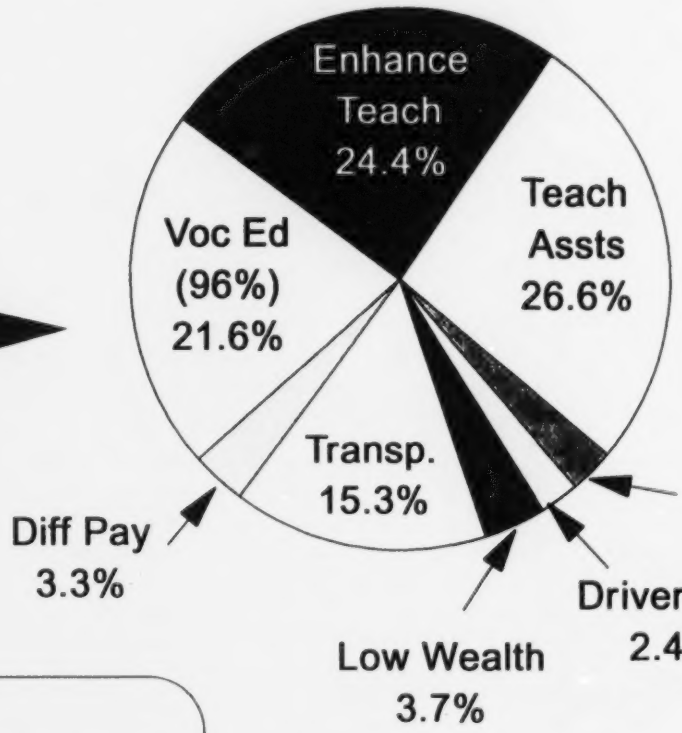
FY 1994-95

Of the $3.9 Billion Budget:

What Can Be Transferred?



What Cannot Be Transferred?



Reasons for Restrictions:

- Teacher Assistants - Legislation
- Program Enhancement Teachers - Legislation
- Vocational Education - Federal Requirements
- Differentiated Pay - Legislation
- Transportation - State Board Policy
- Low Wealth Suppl. Funding - Legislation
- Driver's Education - Highway Funds
- Intervention/Prevention - Legislation
- Dev. Day Care - Human Resource Funds
- Willie M. - Legal Concerns
- Health Education - Legislation

N.C. Department of Public Instruction, Division of School Business Services
School Budgets Section, December 20, 1994

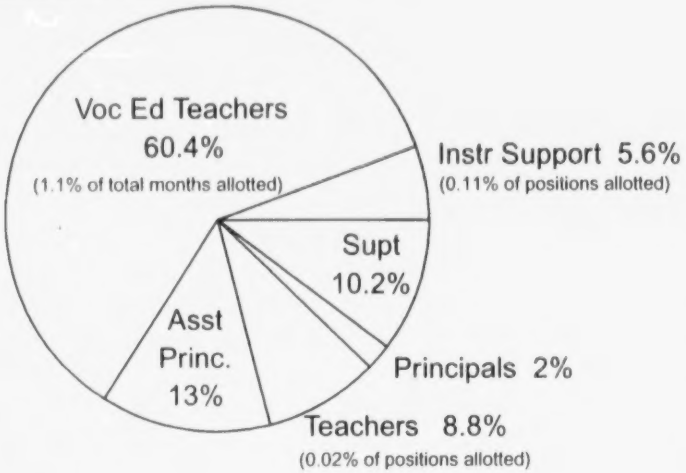
Appendix A

Requested Performance Based Accountability
Program Transfers

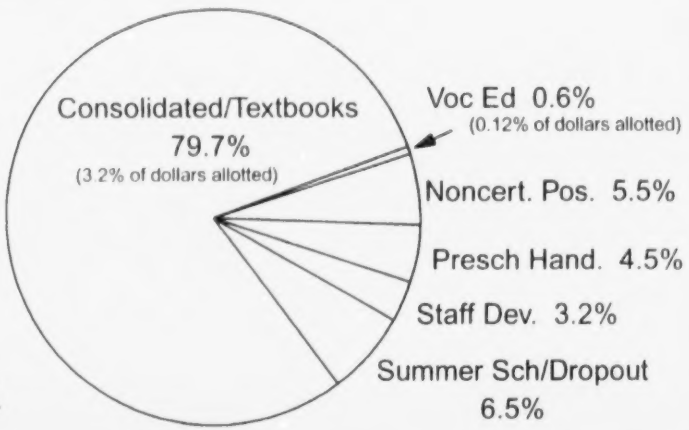
FY 1993-94

From:

Position Allotments Converted:

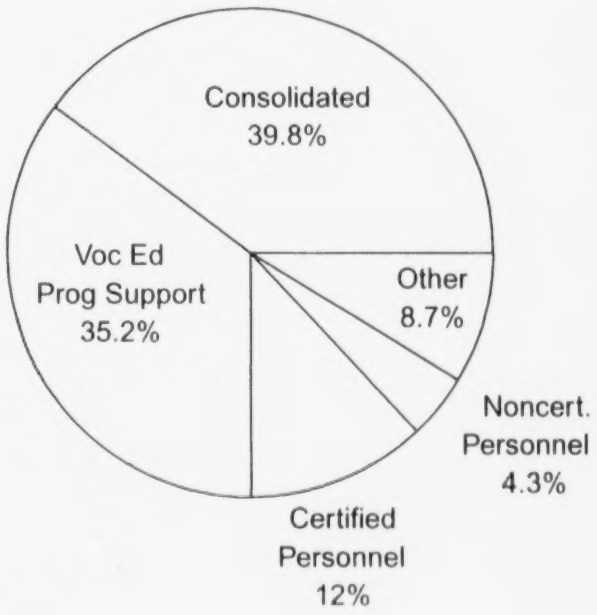


Dollar Allotments Converted:



To:

Use of Converted Funds:

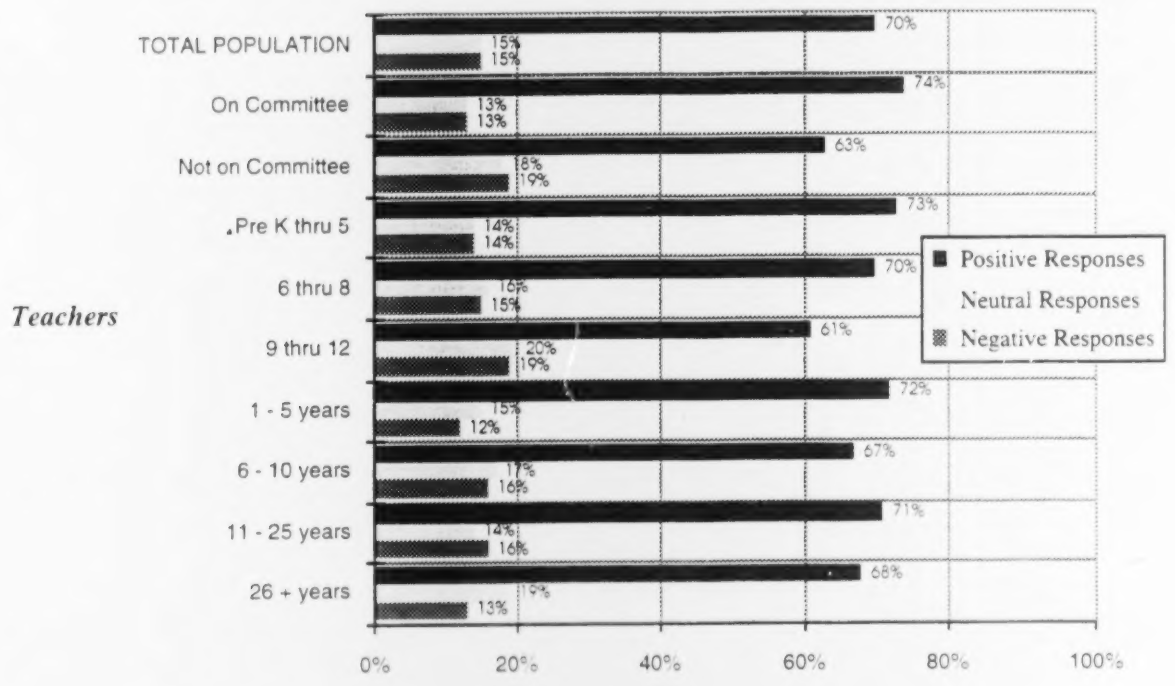


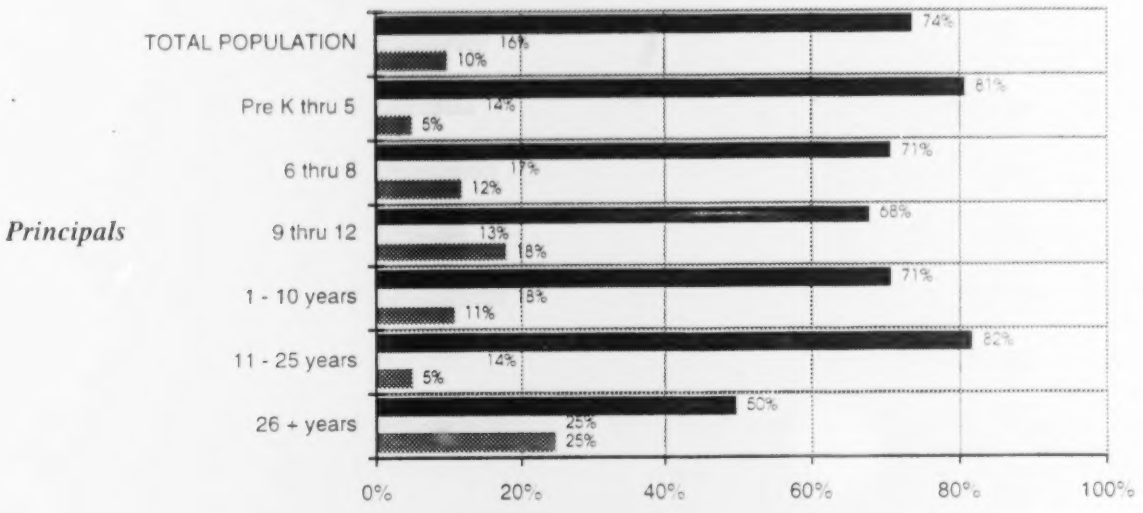
Appendix B

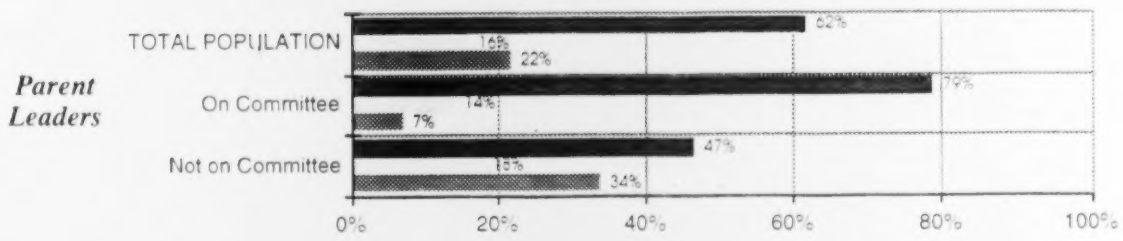
N.C. Department of Public Instruction, Division of School Business Services
School Budgets Section, December 19, 1994

Question 25
Distribution

To what extent has your school used differentiated pay to support school improvement?







© Simmons, Boyle & Associates – Chapel Hill, North Carolina

Differentiated Pay
FY 1993-94 Allocations

LEA No.	LEA Name	FY 93-94 Allotment (SEE NOTE 1)	Total Expended (See Note 2)	% of Allotment Expended	Expended 6/30/94 Bonus	% of Total Expend. for Bonus	Expended 6/30/94 Staff Dev.	% of Total Expend. for Staff Dev.
010	Alamance County	$463,443	439,955	94.93%	439,955	100.00%		0.00%
011	Burlington City	(SEE NOTE 3)						
020	Alexander County	(SEE NOTE 3)						
030	Alleghany County	77,075	68,595	89.00%	61,736	90.00%	6,858	10.00%
040	Anson County	192,873	192,821	99.97%	192,821	100.00%		0.00%
050	Ashe County	165,073	1,892	1.15%	1,892	100.00%		0.00%
060	Avery County	121,891	115,305	94.60%	115,305	100.00%		0.00%
070	Beaufort County	349,009	33,794	9.68%	1,968	5.82%	31,826	94.18%
080	Bertie County	191,958	166,676	86.83%	155,235	93.14%	11,441	6.86%
090	Bladen County	432,627	222,359	51.40%	222,359	100.00%		0.00%
100	Brunswick County	358,058	327,833	91.56%	291,019	88.77%	36,814	11.23%
110	Buncombe County	(SEE NOTE 3)						
111	Asheville City	360,868	154,526	42.82%	154,526	100.00%		0.00%
120	Burke County	(SEE NOTE 3)						
130	Cabarrus County	996,155	419,891	42.15%	419,813	99.98%	78	0.02%
132	Kannapolis City	182,750	182,670	99.96%	182,670	100.00%		0.00%
140	Caldwell County	494,625	418,412	84.59%	403,088	96.34%	15,323	3.66%
150	Camden County	56,139	55,930	99.63%	55,930	100.00%		0.00%
160	Carteret County	334,149	195,333	58.46%	195,333	100.00%		0.00%
170	Caswell County	151,481	107,250	70.80%	64,467	60.11%	42,783	39.89%
180	Catawba County	588,666	564,257	95.85%	564,257	100.00%		0.00%
181	Hickory City	177,300	142,905	80.60%	84,049	58.81%	58,856	41.19%
182	Newton City	152,592	119,097	78.05%	68,863	57.82%	50,235	42.18%
190	Chatham County	432,269	426,171	98.59%	309,299	72.58%	116,872	27.42%
200	Cherokee County	156,251	132,092	84.54%	132,092	100.00%		0.00%
210	Chowan County	(SEE NOTE 3)						
220	Clay County	61,240	59,851	97.73%	59,851	100.00%		0.00%
230	Cleveland County	352,302	11,483	3.26%	8,662	75.43%	2,821	24.57%
231	Kings Mountain City	170,390	98,522	57.82%	98,522	100.00%		0.00%
232	Shelby City	144,034	143,997	99.97%	143,997	100.00%		0.00%
240	Columbus County	338,924	225,572	66.56%	224,252	99.41%	1,320	0.59%
241	Whiteville City	134,072	76,879	57.34%	76,879	100.00%		0.00%
250	Craven County	1,021,926	431,888	42.26%	431,888	100.00%		0.00%

BEST COPY AVAILABLE

Differentiated Pay
FY 1993-94 Allocations

LEA No.	LEA Name	FY 93-94 Allotment (SEE NOTE 1)	Total Expended (See Note 2)	% of Allotment Expended	Expended 6/30/94 Bonus	% of Total Expend. for Bonus	Expended 6/30/94 Staff Dev.	% of Total Expend. for Staff Dev.
260	Cumberland County	1,884,963	1,818,232	96.46%	1,818,232	100.00%		0.00%
270	Currituck County	126,438	111,410	88.11%	111,410	100.00%		0.00%
280	Dare County	150,636	0	0.00%	0	N/A		N/A
290	Davidson County	1,180,888	508,036	43.02%	500,543	98.53%	7,493	1.48%
291	Lexington City	123,661	123,661	100.00%	123,661	100.00%		0.00%
292	Thomasville City	99,049	99,006	99.96%	97,911	98.89%	1,095	1.11%
300	Davie County	297,235	109,015	36.68%	109,015	100.00%		0.00%
310	Duplin County	458,989	287,862	62.72%	287,862	100.00%		0.00%
320	Durham County	1,150,059	1,150,059	100.00%	1,150,059	100.00%		0.00%
330	Edgecombe County	208,534	208,534	100.00%	208,534	100.00%		0.00%
340	Forsyth County	2,171,341	1,290,915	59.45%	1,096,785	84.96%	194,130	15.04%
350	Franklin County	263,357	242,880	92.22%	242,430	99.81%	450	0.19%
360	Gaston County	1,774,974	1,075,621	60.60%	725,197	67.42%	350,424	32.58%
370	Gates County	83,747	82,727	98.78%	82,727	100.00%		0.00%
380	Graham County	109,914	45,707	41.58%	45,707	100.00%		0.00%
390	Granville County	271,193	271,508	100.12%	209,830	77.28%	61,678	22.72%
400	Greene County	(SEE NOTE 3)						
410	Guilford County	2,303,330	1,962,510	85.20%	1,778,888	90.64%	183,622	9.36%
420	Halifax County	487,459	212,322	43.56%	212,322	100.00%		0.00%
421	Roanoke Rapids City	(SEE NOTE 3)						
422	Weldon City	56,389	0	0.00%	0	N/A		N/A
430	Harnett County	(SEE NOTE 3)						
440	Haywood County	(SEE NOTE 3)						
450	Henderson County	798,163	552,253	69.19%	552,253	100.00%		0.00%
460	Hertford County	209,438	101,859	48.63%	101,859	100.00%		0.00%
470	Hoke County	351,097	147,648	42.05%	72,560	49.14%	75,088	50.86%
480	Hyde County	51,162	47,251	92.36%	47,251	100.00%		0.00%
490	Iredell County	836,585	607,961	72.67%	603,215	99.22%	4,746	0.78%
491	Mooresville City	129,765	117,050	90.20%	117,050	100.00%		0.00%
500	Jackson County	164,181	162,769	99.14%	162,769	100.00%		0.00%
510	Johnston County	614,730	614,317	99.93%	614,317	100.00%		0.00%
520	Jones County	76,427	76,244	99.76%	76,244	100.00%		0.00%
530	Lee County	334,208	312,985	93.65%	312,600	99.88%	385	0.12%

Differentiated Pay
FY 1993-94 Allocations

LEA No.	LEA Name	FY 93-94 Allotment (SEE NOTE 1)	Total Expended (See Note 2)	% of Allotment Expended	Expended 6/30/94 Bonus	% of Total Expend. for Bonus	Expended 6/30/94 Staff Dev.	% of Total Expend. for Staff Dev.
540	Lenoir County	664,359	481,570	72.49%	427,029	88.67%	54,541	11.33%
550	Lincoln County	385,829	304,500	78.92%	287,282	94.35%	17,219	5.65%
560	Macon County	165,320	164,249	99.35%	164,249	100.00%		0.00%
570	Madison County	215,003	92,805	43.16%	92,805	100.00%		0.00%
580	Martin County	302,868	267,156	88.21%	235,594	88.19%	31,562	11.81%
590	McDowell County	391,117	134,190	34.31%	134,190	100.00%		0.00%
600	Mecklenburg County	(SEE NOTE 3)						
610	Mitchell County	109,946	97,908	89.05%	93,977	95.99%	3,931	4.02%
620	Montgomery County	(SEE NOTE 3)						
630	Moore County	447,577	343,636	76.78%	309,174	89.97%	34,462	10.03%
640	Nash County	695,558	693,231	99.67%	693,231	100.00%		0.00%
650	New Hanover County	(SEE NOTE 3)						
660	Northampton County	168,828	3,842	2.28%	3,842	100.00%		0.00%
670	Onslow County	1,254,996	531,310	42.34%	531,310	100.00%		0.00%
680	Orange County	(SEE NOTE 3)						
681	Chapel Hill City	289,453	221,461	76.51%	207,057	93.50%	14,404	6.50%
690	Pamlico County	171,649	74,270	43.27%	74,270	100.00%		0.00%
700	Pasquotank County	349,769	211,715	60.53%	142,650	67.38%	69,064	32.62%
710	Pender County	212,687	0	0.00%	0	N/A		N/A
720	Perquimans County	(SEE NOTE 3)						
730	Person County	379,274	149,081	39.31%	57,300	38.44%	91,781	61.57%
740	Pitt County	754,776	512	0.07%	112	21.83%	400	78.17%
750	Polk County	105,076	0	0.00%	0	N/A		N/A
760	Randolph County	822,986	500,532	60.82%	500,532	100.00%		0.00%
761	Asheboro City	162,439	0	0.00%	0	N/A		N/A
770	Richmond County	366,594	223,720	61.03%	215,498	96.32%	8,222	3.68%
780	Robeson County	1,043,302	757,585	72.61%	114,286	15.09%	643,299	84.91%
790	Rockingham County	615,408	606,339	98.53%	563,500	92.93%	42,839	7.07%
800	Rowan County	606,133	344,188	56.78%	344,188	100.00%		0.00%
810	Rutherford County	425,382	411,038	96.63%	409,400	99.60%	1,638	0.40%
820	Sampson County	286,512	286,568	100.02%	259,748	90.64%	26,820	9.36%
821	Clinton City	209,879	207,760	98.99%	207,760	100.00%		0.00%
830	Scotland County	313,293	313,293	100.00%	308,368	98.43%	4,925	1.57%

BEST COPY AVAILABLE

Differentiated Pay
FY 1993-94 Allocations

LEA No.	LEA Name	FY 93-94 Allotment (SEE NOTE 1)	Total Expended (See Note 2)	% of Allotment Expended	Expended 6/30/94 Bonus	% of Total Expend. for Bonus	Expended 6/30/94 Staff Dev.	% of Total Expend. for Staff Dev.
840	Stanly County	442,790	227,016	51.27%	227,016	100.00%		0.00%
841	Albemarle City	92,019	92,019	100.00%	92,019	100.00%		0.00%
850	Stokes County	364,507	242,436	66.51%	83,391	34.40%	159,045	65.60%
860	Surry County	319,719	319,620	99.97%	319,620	100.00%		0.00%
861	Elkin City	68,221	19,012	27.87%	19,012	100.00%		0.00%
862	Mount Airy City	146,657	85,110	58.03%	63,236	74.30%	21,874	25.70%
870	Swain County	73,383	73,316	99.91%	73,316	100.00%		0.00%
880	Transylvania County	291,935	290,214	99.41%	265,431	91.46%	24,783	8.54%
890	Tyrrell County	50,626	50,624	100.00%	33,283	65.74%	17,342	34.26%
900	Union County	1,080,944	401,606	37.15%	401,606	100.00%		0.00%
910	Vance County	303,055	286,650	94.59%	286,650	100.00%		0.00%
920	Wake County	3,456,160	2,530,762	73.22%	1,294,600	51.15%	1,236,162	48.85%
930	Warren County	134,793	132,400	98.23%	132,400	100.00%		0.00%
940	Washington County	124,137	121,543	97.91%	116,697	96.01%	4,845	3.99%
950	Watauga County	209,075	207,086	99.05%	207,086	100.00%		0.00%
960	Wayne County	1,314,530	550,929	41.91%	550,929	100.00%		0.00%
970	Wilkes County	441,624	263,183	59.59%	172,751	65.64%	90,432	34.36%
980	Wilson County	521,461	373,398	71.61%	326,998	87.57%	46,400	12.43%
990	Yadkin County	254,265	213,956	84.15%	212,456	99.30%	1,500	0.70%
995	Yancey County	117,673	187	0.16%	13	7.11%	174	92.89%
	Totals	$47,149,639	31,779,822	67.40%	27,877,820	87.72%	3,902,002	12.28%

Note 1: Includes 1992-93 carryover.
Note 2: Expenditures reported during the fiscal year 1993-94 (7/1/93 - 6/30/94).
Note 3: LEAs that receive Career Development funds instead of Differentiated Pay.

BEST COPY AVAILABLE

Performance Based Accontability Program
Summary of 1994 Milestones Reached by LEA

School System	Indicators Addressed	Milestones Met-1994	Percent Milestones Met-1994
Alamance County	41	27	65.9
Burlington City	40	25	62.5
Alexander County	48	33	68.8
Alleghany County	54	41	75.9
Anson County	40	29	72.5
Ashe County	50	38	76.0
Avery County	40	30	75.0
Beaufort County	42	35	83.3
Bertie County	43	27	62.8
Bladen County	28	13	46.4
Brunswick County	40	29	72.5
Buncombe County	39	29	74.4
Asheville City	40	26	65.0
Burke County	40	21	52.5
Cabarrus County	40	32	80.0
Kannapolis City	41	22	53.7
Caldwell County	40	28	70.0
Camden County	42	41	97.6
Carteret County	50	33	66.0
Caswell County	33	26	78.8
Catawba County	40	30	75.0
Hickory City	48	25	52.1
Newton-Conover City	40	23	57.5
Chatham County	40	28	70.0
Cherokee County	40	27	67.5
Edenton-Chowan	39	32	82.1
Clay County	41	31	75.6
Cleveland County	41	30	73.2
Kings Mountain City	40	24	60.0
Shelby City	48	38	79.2
Columbus County	40	28	70.0
Whiteville City	40	23	57.5
New Bern-Craven	40	34	85.0
Cumberland County	42	23	54.8
Currituck County	41	23	56.1
Dare County	42	33	78.6
Davidson County	41	35	85.4
Lexington City	42	36	85.7
Thomasville City	57	43	75.4
Davie County	42	35	83.3
Duplin County	40	25	62.5
Durham County	42	22	52.4

Performance Based Accontability Program
Summary of 1994 Milestones Reached by LEA

School System	Indicators Addressed	Milestones Met-1994	Percent Milestones Met-1994
Edgecombe County	41	22	53.7
Winston-Salem/Forsyth	40	23	57.5
Franklin County	48	31	64.6
Gaston County	40	29	72.5
Gates County	40	18	45.0
Graham County	41	25	61.0
Granville County	40	21	52.5
Greene County	41	27	65.9
Guilford County	40	27	67.5
Halifax County	51	28	54.9
Roanoke Rapids City	42	34	81.0
Weldon City	60	30	50.0
Harnett County	42	30	71.4
Haywood County	53	46	86.8
Henderson County	40	29	72.5
Hertford County	29	19	65.5
Hoke County	40	24	60.0
Hyde County	41	27	65.9
Iredell-Statesville	40	33	82.5
Mooresville City	58	46	79.3
Jackson County	42	24	57.1
Johnston County	41	21	51.2
Jones County	52	40	76.9
Lee County	40	24	60.0
Lenoir County	52	28	53.8
Lincoln County	40	37	92.5
Macon County	50	35	70.0
Madison County	40	29	72.5
Martin County	46	27	58.7
McDowell County	40	34	85.0
Charlotte-Mecklenburg	40	27	67.5
Mitchell County	41	31	75.6
Montgomery County	40	26	65.0
Moore County	40	24	60.0
Nash County	41	31	75.6
New Hanover County	40	26	65.0
Northampton County	34	13	38.2
Onslow County	41	32	78.0
Orange County	41	22	53.7
Chapel Hill-Carrboro	55	34	61.8
Pamlico County	48	34	70.8
Elizabeth City-Pasquotank	58	27	46.6

Performance Based Accontability Program
Summary of 1994 Milestones Reached by LEA

School System	Indicators Addressed	Milestones Met-1994	Percent Milestones Met-1994
Pender County	43	33	76.7
Perquimans County	45	25	56.0
Person County	46	28	60.9
Pitt County	40	23	57.5
Polk County	44	39	88.6
Randolph County	44	28	63.6
Asheboro City	41	27	65.9
Richmond County	49	41	83.7
Robeson County	52	36	69.2
Rockingham County	40	18	45.0
Rowan-Salisbury	40	23	57.5
Rutherford County	40	26	65.0
Sampson County	58	45	77.6
Clinton City	41	29	70.7
Scotland County	40	19	47.5
Stanly County	40	21	52.5
Albemarle City	45	25	55.6
Stokes County	46	23	50.0
Surry County	42	28	66.7
Elkin City	41	32	78.0
Mount Airy City	49	34	69.4
Swain County	41	25	61.0
Transylvania County	66	62	93.9
Tyrrell County	41	20	48.8
Union County	40	23	57.5
Vance County	41	18	43.9
Wake County	40	21	52.5
Warren County	52	32	61.5
Washington County	40	19	47.5
Watauga County	44	35	79.5
Wayne County	38	25	65.8
Wilkes County	44	35	79.5
Wilson County	47	27	57.4
Yadkin County	40	22	55.0
Yancey County	41	36	87.8